**DOCUMENT RESUME**

**ED 185 017** **SP 015 758**

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|---|---|
| AUTHOR | Freiberg, H. Jerome; Townsend, Karan |
| TITLE | Learning Guide for Perspectives on Organizations. 1978 Teacher Corps Developmental Training Activities. |
| INSTITUTION | Nebraska Univ., Omaha. Center for Urban Education. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Teacher Corps. |
| PUB DATE | Apr 78 |
| CONTRACT | 300-77-0156 |
| NOTE | 76p.; For related document see SP 010 243. |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | *Behavior Theories; Group Dynamics; *Inservice Teacher Education; *Interaction; *Organization; Organizational Development; Teacher Behavior; *Teacher Workshops |
| IDENTIFIERS | *Teacher Corps |

ABSTRACT

This learning guide, structured into two sections, was developed to facilitate the learning of cognitive and social skills of individuals working within a group organization. The first section deals exclusively with knowledge about organizational structure, and is oriented towards developing recall and comprehension. This section seeks to highlight and to identify basic facts and concepts, and includes exercises such as crossword puzzles and fill-in-the-blank questions geared towards this goal. The second section offers the reader the opportunity to apply and extend the knowledge gained in the first part of the guide. The activities included in this section are intended to encourage interaction between participants as well as introspection on the part of individual participants. Both independent and group activities are included in the guide. (Author/LH)

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# LEARNING GUIDE for PERSPECTIVES ON ORGANIZATIONS

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TEACHER CORPS

DEVELOPMENTAL TRAINING ACTIVITIES

ED1850017

by H. JEROME FRIEBERG
and KARAN TOWNSEND

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# LEARNING GUIDE

for

## Perspectives on Organizations

by

H. JEROME FREIBERG

and

KARAN TOWNSEND

1978

TEACHER CORPS

Developmental Training Activities

MAR 19 1980

Center for Urban Education
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April, 1978
Project Director: Floyd T. Waterman





The research reported herein was performed pursuant to Contract No. 300-77-0156, The University of Nebraska at Omaha, Center for Urban Education, with the Teacher Corps, United States Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Teacher Corps or U.S. Office of Education position or policy.

# FOREWORD

The guide which follows was developed originally for use in the Texas Pilot Trainer Workshop, which is explained below. It was revised for broader Teacher Corps use after the workshop, since Teacher Corps is encouraging the study of organizations by all projects. Teacher Corps/ Washington and the Center for Urban Education at The University of Nebraska at Omaha decided to reprint the guide in its present form for wider dissemination.

The participants in the Texas Pilot Trainer Workshop were selected from each of the seven projects in the Texas Network and from institutions of higher education within the Network. Hopefully, participants will now be able to provide training for future teams of trainers in organization behavior theory, thereby establishing a chain of instruction for Teacher Corps projects.

The team of participants from each project was composed of the following: a principal or site coordinator from the project school, or a local education agency coordinator involved in inservice training; a University professor from the School of Business Administration or Management; a University professor from the Department of Administration in the College of Education; a University professor from the College of Education with experience as a clinical supervisor of preservice or inservice teachers; two classroom teachers and the team leader from each Eleventh Cycle project and three teachers from each Twelfth Cycle project; and, as an option, the project director.



The Texas Pilot Trainer Workshop began with exploration of organization behavior theory within the microcosm of the workshop. Elementary concepts of organization in the four content areas were studied through the live-in experience of the workshop. We hope others will likewise enjoy this study of organization.

We express our appreciation to Dr. Floyd T. Waterman, Director of the Developmental Training Activities Contract, for his interest in and support of this project. Special thanks are also expressed to Dr. Arlene Low, for editorial assistance, and to Joan M. Krager, for designing and typing the book.

H. J. F.
K. T.

# INTRODUCTION

Knowledge about organizational behavior as it applies to schools, to the community, and to classrooms, especially in multicultural settings, is essential knowledge as may be seen from the comments of the National Director of Teacher Corps:

> Teachers must manage processes, products, and young people in an organized manner if they want and expect positive growth and change to occur in the learning and behavior of their students. This seems most accomplishable when the school is viewed as a formal organization, as a social system, and the classrooms in that school as subsystems. This systematic approach treats the classroom as an organization within an organization--the school.
>
> Systems and organization theory are no luxury items in a realistic program of teacher education.
>
> --William L. Smith
> Director, Teacher Corps

The activities in this learning guide were developed for use by individuals from diverse educational backgrounds and roles. The learning guide was developed to facilitate the cognitive and social learnings of individuals. In short, the guide has two major purposes:

1. To review and reinforce the cognitive concepts and ideas presented in Perspectives in Organizations: Viewpoints for Teachers, by Ronald G. Corwin and Roy A. Edelfelt, edited by Theodore E. Andrews and Brenda L. Bryant, Washington, D.C.: American Association of Colleges for Teacher Education and the Association of Teacher Educators, 1975.
2. To provide opportunities for the application, sharing, discussion, and extension of these ideas and concepts.

Toward these ends the guide has been organized into sections. The first section deals exclusively with knowledge. It is oriented toward recall and comprehension. The goal of this section is to identify and highlight basic facts and concepts. To facilitate achievement of this objective, a series of crossword puzzles and also some fill-in-the-blank exercises are presented.

The second section contains a variety of activities which will give the reader opportunities to apply and to extend her/his knowledge of organizations. These activities should both facilitate interaction among readers and encourage personal introspection. The goal of the second section is to bridge the gap between knowing about and doing. It is hoped that this learning guide will influence both the reader's thinking and her/his behavior as s/he encounters organizational issues in daily activities.

Both independent and group activities are included in the learning guide. They are labeled as such at the beginning of each activity. Time suggestions are included to facilitate completion of the guide. Time adjustments may be necessary depending on a particular situation.

These materials were field tested by the participants attending the Organizational Perspectives Workshop. The learning guide has been designed to include all issues presented in the text and has been expanded to present other critical organizational issues. It has been reviewed on the basis of feedback from the participants and of suggestions from the instructional staff.

The Learning Guide for Perspectives on Organizations is an introduction to the study of the complex maze of organizational issues and behaviors which affect the educational environment.

Please read the directions on the next page to complete the first two types of activities.

## ACTIVITY 1 AND ACTIVITY 2

These two activities have been designed to highlight and reinforce the basic cognitive concepts and ideas presented in Perspectives on Organizations. The numbers in parentheses following each fill-in-the-blank statement refer to the page and paragraph in the Perspectives text which contains the relevant information. For example, "An organization is a relatively _____ and complex social system. (18:32)" Thus, "permanent" is found on page 18, paragraph 32. Answers for the fill-in-the blank statements are found on pages 33-36. In the crossword puzzles the correct answers are given in the completed puzzles on pages 34 and 36 of this guide. Work independently and, if possible, discuss in a group of four to six members.

- Independent/Group
- Time: As an independent or group activity, estimate 20 minutes

# ACTIVITY 1

FILL IN THE BLANKS

1. Delegation is handing of responsibility to _____ _____ by people at the top. (27:84)
2. Etzioni identified three degrees of membership involvment: _____, calculative, and moral. (33: 117)
3. An organization has a _____ of activity. (18:32)
4. Bureaucracies are organizations, but not all organizations are _____. (20:41)
5. The _____ characteristics of an organization include such factors as the prestige system, friendship cliques, and the like. (25:70)
6. In the _____ model approach to the study of organizations, organizational policy accumulates increasingly and in an unplanned manner. (32:108)
7. The personality-organization approach places an emphasis on the conflict between (a) the personality _____ of individuals for independence, variety, and challenge, and (b) the preference that organizations give to placid, dependent, and submissive employees. (23:61)
8. When people within organizations have specialized jobs, we say the organization has a division of _____. (18:32)
9. One strategy for coping with organizations is to conform to both goals and _____. (38:139)
10. Responsibility refers to _____ obligation assigned to people, groups, or organizations. (26:74)
11. The human relations approach emphasizes the personal elements of work groups and the job satisfaction and _____ of workers (23:59)
12. _____ refers to the ways in which subordinates copy superiors. (27:82)
13. The _____ characteristics of an organization are an integral part of the organization's structure. (25:70)
14. An organization has procedures for replacing _____ _____. (18:32)
15. Sociological approaches are concerned with _____ _____ characteristics inherent in organizations (their size, complexity, number of levels of authority, degree of specialization, formalization, standardization, functional autonomy, and technology. (23:62)
16. Zones of autonomy are work assignments which the employee performs _____ of others. (28:88)
17. People's attitudes and actions are shaped by organizational _____. (13:9)
18. Organizations shape and are shaped by the _____ environment in which they exist. (36:129)

19. A _____ system can be defined as a set of lawfully related, highly stable, but complex relationships. An organization is one example of this type of system. (19:35)

20. Four approaches used to study _____ were discussed: management, human relations, personality-organization, and sociological. (23:57)

21. _____ refers to the way a position is appraised and valued by general opinion. It is also a hierarchy upon which organization members are ranked. (26:75)

22. The study of typologies is useful because they provide insight into the _____ of organizations. (36:127)

23. Etzioni identified three kinds of _____ organizations might employ: coercive, remunerative, or normative. (33:117)

24. _____ refers to the ability of one party to impose its will on the other even if the effort is resisted. It is one of the hierarchies upon which members of the organization are ranked. (25:72)

25. People who appear deviant or obstinate to others within an organization are often conforming to alternate _____ established by other organizations. (17:24)

26. An organization has an exact _____ of members. (18:32)

27. A bureaucracy is a method of organizing administration in which experts rule under _____. (20:41)

28. The rational and organic models lead to different types of _____ about how to solve problems. (32:110)

29. Carlson identified four types of organizations based upon the way members were _____. (34:120)

30. Tangibility of _____ is another approach to viewing and studying organizations. (35:124)

# ACTIVITY 1

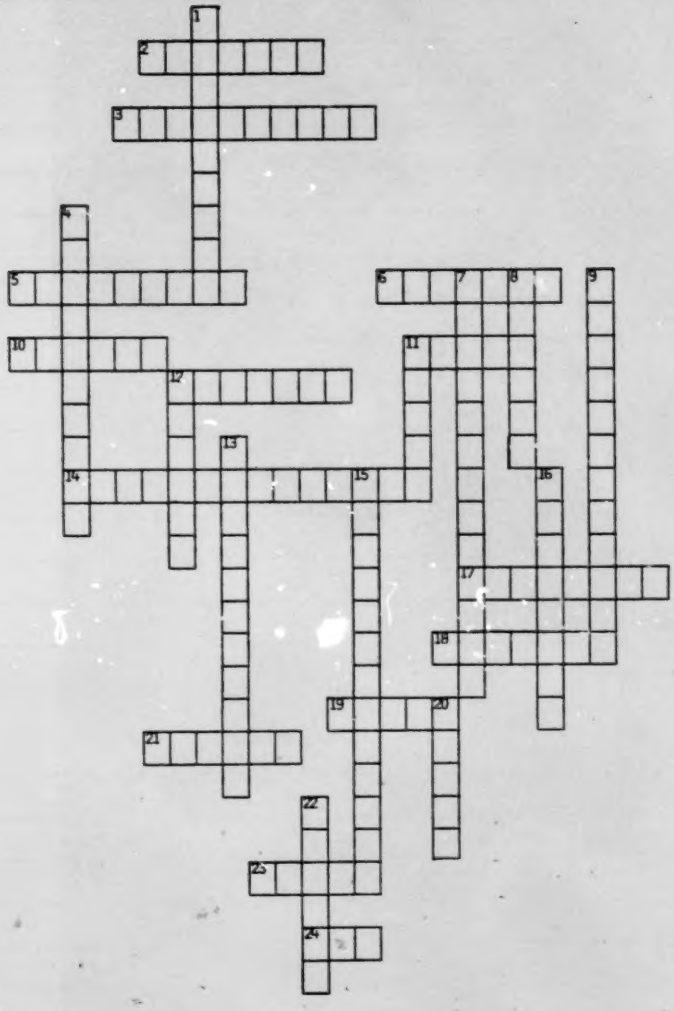
CROSSWORD PUZZLE

Across

2. An organization has a _____ of activity. (18:32)
3. An organization has a name and location which give it an unequivocal _____ identity. (18:32)
5. An organization is a relatively _____ and complex social system. (18:32)
6. An organization has procedures for replacing ___. (18:32)
10. A ____ system can be defined as a set of lawfully related, highly stable, but complex relationships. An organization is one example of this type of system. (18:35)
11. People who appear deviant or obstinate to others within an organization are often conforming to alternate _____ established by other organizations. (17:24)
12. Basic knowledge can be likened to financial ____. (14:12)
14. In the past, the study of organizations has been considered useful in the training of _____, yet this kind of study was not encouraged for the members of the organization. (11:1)
17. _____ often results when a person's allegiances are split among various organizations. (16:24)
18. ____ is a kind of "shock" often experienced by novices after they take their first job because the full social context in which the trainees would work was ignored during the training program. (15:17)
19. When people within organizations have specialized jobs, we say the organization has a division of ____. (18:32)
21. A clear understanding of the organization structure is essential before attempting to successfully influence _____ in the organization in which we live. (24:67)
23. People's attitudes and actions are shaped by organizational _____ _____. (13:9)
24. A bureaucracy is a method of organizing administration in which experts rule under _____. (20:41)

Down

1. _____ is another word for a subgroup that exists within organizations. (18:32)
4. Sociological approaches are concerned with _____ characteristics inherent in organizations (their size, complexity, number of levels of authority, degree of specialization, formalization, standardization, functional autonomy, and technology). (23:62)
7. Bureaucracies are organizations, but not all organizations are _____. (20:41)
8. An organization has an exact _____ of members (18:32)
9. _____ is a major goal of the management approach. (23:58)
11. The personality-organization approach places an emphasis on the conflict between (a) the personality _____ of individuals for independence, variety, and challenge, and (b) the preference that organizations give to placid, dormant, and submissive employees (23:61)
12. He is likely to encounter difficulties if he attempts to innovate a _____ that is not in accordance with the sogiological aspects of the organization. (39:146)
13. Corwin and Edelfelt use the term "theory" to refer to a set of _____ about how an organization operates. (22:53)
15. Four approaches used to study _____ were discussed: management, human relations, personality-organization, and sociological. (23:57)
16. Often organizational norms _____ with an individual's personal life style. (23:61)
20. To operate as a fully functioning professional, the teacher must assume several _____; teaching students is just one of them. (15:18)
22. The human relations approach emphasizes the personal elements of work groups and the job satisfaction and _____ of workers. (23:59)



# ACTIVITY 2

FILL IN THE BLANKS

1. An organization has a name and location which give it an unequivocal _____ identify. (18:32)
2. Corwin and Edelfelt use the term "theory" to refer to a set of _____ about how an organization operates. (22:53)
3. A clear understanding of the organizational structure is essential before attempting to successfully influence _____ in the organization in which we live. (18:32)
4. The _____ dimension of organizational structure can be seen in the official rank of people holding different positions of authority. (25:71)
5. To _____ is a means of coping accomplished by rejecting both the goals and procedures. (39:139)
6. One is likely to encounter difficulties if he attempts to innovate a _____ that is not in accordance with the sociological aspects of the organization. (32:108)
7. Basic knowledge can be likened to financial _____ _____. (14:12)
8. Perrow classified _____ according to the reliability of the technology used and the diversity of the raw materials and products dealt with. (35:122)
9. One way of _____ organizations is based on their goals, or the primary beneficiary of the organization's activities (e.g., mutual benefit associations, business concerns, service organizations, commonweal establishments). (33:116)
10. _____ takes place as a part of a larger process and cannot be implemented until the situation is ripe--until certain conditions are present. (40:147)
11. In the past, the study of organizations has been considered useful in the training of _____, yet this kind of study was not encouraged for the members of the organization. (11:1)
12. Competence refers to an objective measure of the ability of an individual or group to _____ responsibilities. It is an organizational hierarchy. (26:77)
13. To innovate is a coping strategy that involves subscribing to the goals by _____ the procedures. (38:139)
14. Often organizational norms _____ with an individual's personal life style. (13:9)
15. _____ inconsistency describes the fact that we may find ourselves in different places on different hierarchies, and we can easily become trapped in inconsistent expectations. (26:78)
16. Sometimes organizations are more affected by regional

and national influences than they are by _____ influences. (37:133)

17. _____ is another word for a subgroup that exists within organizations. (18:32)
18. An organization is a relatively _____ and complex social system. (18:32)
19. _____ is a kind of "shock" often experienced by novices soon after they take their first job because the full social context in which the trainees would work was ignored during the training program. (15:17)
20. _____ is the way an individual's performance is appraised and valued. It is an organizational hierarchy. (26:76)
21. The rational and organic models lead to very different conclusions about the relative importance of (a) consensus on _____ and (b) power and conflict in organization. (32: 109)
22. To operate as a fully functioning professional, the teacher must assume several _____; teaching students is just one of them. (15:18)
23. To _____ is a coping strategy that involves rejecting both goals and procedures and attempting to substitute a new set of goals and procedures. (39:139)
24. _____ often results when a person's allegiances are split among various organizations. (16:24)
25. _____ is a major goal of the management approach. (23:58)
26. To _____ ritualistically is a coping strategy that entails rejecting the goals but adhering to the procedures. (39:139)
27. In the _____ model approach to the study of organizations, the keys are administrative control, expertise, and integration of the various components of the organization. (31:107)
28. _____ describes the changes that occur as policy is passed up or down the hierarchy. (27:85)
29. _____ refers to the legitimate right to exercise power. It also is a hierarchy upon which members are ranked. (25:73)



25

26

# ACTIVITY 2

CROSSWORD PUZZLE

Across

4. ___ is the way an individual's performance is appraised and valued. It is an organizational hierarchy. (26:76)
8. The ___ characteristics of an organization are an integral part of the organization's structure. (25:70)
11. Carlson identified four types of organizations based upon the way members were _____. (34:120)
12. The ___ dimension of organizational structure can be seen in the official rank of people holding different positions of authority. (25:71)
13. Perrow classified ___ according to the reliability of the technology used and the diversity of the raw materials and products dealt with. (35:122)
14. ___ describes the changes that occur as policy is passed up or down the hierarchy. (27:85)
17. One strategy for coping with organizations is to conform to both goals and ___. (38:139)
19. ___ refers to the ability of one party to impose its will on the other even if the effort is resisted. It is one of the hierarchies upon which members of the organization are ranked. (25:72)
20. To innovate is a coping strategy that involves subscribing to the goals by ___ the procedures. (38:139)
21. ___ inconsistency describes the fact that we may find ourselves in different places on different hierarchies, and we can easily become trapped in inconsistent expectations. (26:78)
22. Tangibility of ___ is another approach to viewing and studying organizations. (35:124)
23. ___ takes place as a part of a larger process and cannot be implemented until the situation is ripe--until certain conditions are present. (40:147)
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27. Etzioni identified three degrees of membership involvement: _____, calculative, and moral. (33:117)
28. To _____ is a coping strategy that involves rejecting goals and procedures and attempting to substitute a new set of goals and procedures. (39:139)
29. In the _____ model approach to the study of organizations, organizational policy accumulates increasingly and in an unplanned manner. (32:108)
31. Etzioni identified three kinds of _____ organizations might employ: coercive, remunerative, or normative. (33:117)

Down

1. The rational and organic models lead to different types of _____ about how to solve problems. (32:110)
2. _____ refers to the way in which subordinates copy superiors. (27:82)
3. To _____ ritualistically is a coping strategy that entails rejecting the goals but adhering to the procedtures. (39:139)
5. Competence refers to an objective measure of the ability of an individual or group to _____ responsibilities. It is an organizational hierarchy. (26:77)
6. To ____ is a means of coping accomplished by rejecting both the goals and procedures. (39:139)
7. One way of ____ organizations is based on their goals, or the primary beneficiary of the organization's activities (e.g., mutual benefit associations, business concerns, service organizations, commonweal establishments). (33:116)
9. The _____ characteristics of an organization include such factors as the prestige system, friendship cliques, and the like. (25:70)
10. Sometimes organizations are more affected by regional and national influences than they are by _____ influences. (37:133)
15. Zones of autonomy are work assignments which the employee performs _____ of others (28:88)
16. The rational and organic models lead to very different conclusions about the relative importance of (a) consensus on ____ and (b) power and conflict in organizations. (32:109)
17. _____ refers to the way a position is appraised and

Down (continued)

valued by general opinion. It is also a hierarchy upon which organization members are ranked. (26:75)

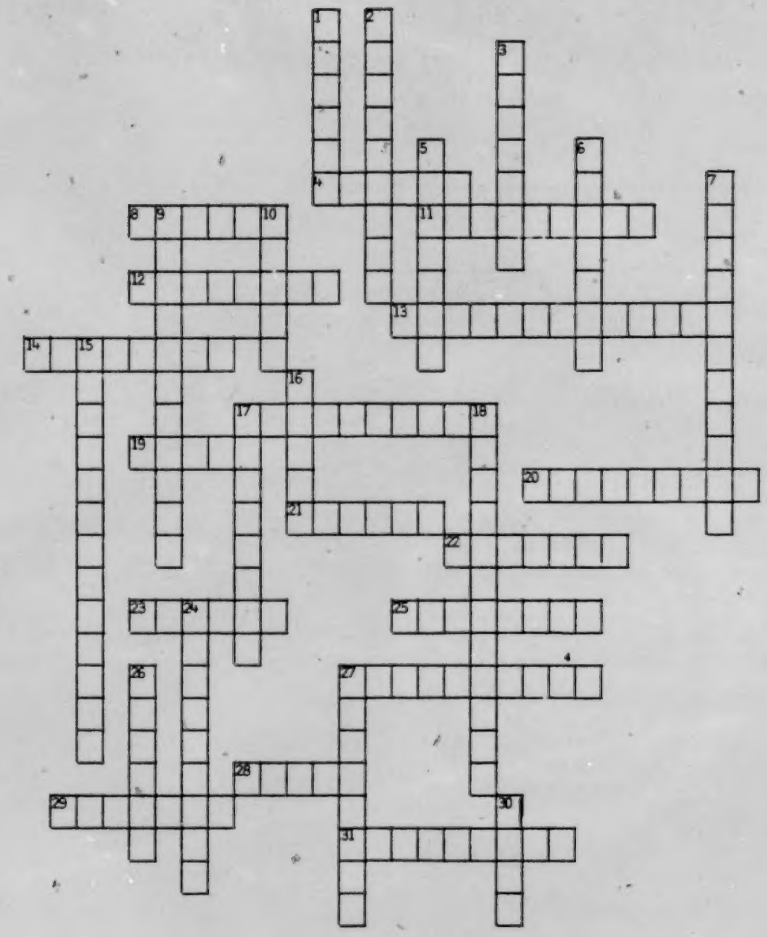
18. Delegation is the handing of responsibility to _____ by people at the top. (27:84)

24. _____ refers to the legitimate right to exercise power. It also is a hierarchy upon which members are ranked. (25:73)

26. Organizations shape and are shaped by the _____ environment in which they exist. (36:129)

27. The study of typologies is useful because they provide insight into the _____ of organizations. (36:127)

30. Responsibility refers to _____ obligation assigned to people, groups, or organizations. (26:74)



# ACTIVITY 3

Several statements from the book Perspectives on Organizations invite further exploration. They are presented below with questions that might serve as a basis for discussion or reflection. Answer each question, using the back of the page if needed. Then divide into groups of four to six members and discuss your opinions. Identify valid positions regarding each quotation and make additions to your original answers based on group contributions.

- Independent/Group
- Time: 30-45 minutes

Page vi. "In the early history of the Corps, a basic assumption existed that interns, acting as change agents, could reform the school merely with their commitment and presence. . . ." Why is this not a valid assumption?



Page vi. "It starts with the assumption that facilitating means managing . . . This seems most accomplishable when the school is viewed as a formal organization, as a social system, and the classrooms in that school as subsystems." What support is there for this assumption?

Page 4. "Although doomed to frustration, they (interns) provided a thrust for change. But these questions arise: Is it possible to train people who are passionately committed to the need for reform and who are calculating and patient enough to work effectively within the system? Can they become sophisticated about the system without losing their zest for change? Can they learn to temper their romanticism without losing their compassion for and optimism concerning the children?" Discuss the above questions which arose from Corwin's study.

Page 28. "It is easier to follow routine than to exercise choice." Why is this a problem for those who would propose change in organizations? How can organizations reinforce (reward) "exercising choice"?

Page 30. "Rules usually establish only the minimal behavior that is required by the organization (Gouldner, 1954). It is difficult for organizations officially to require employees to exert extraordinary effort; and yet if all employees followed the literal rules, it is doubtful that the organization could function. One way to ruin an organization is for everyone to follow every rule to the letter and to do nothing more. So each rule seems to encourage more, not less, direct supervision." Identify rules within your organization and the consequences of the rules. What changes should be made?



Page 30. "Nor is it intended that rules be enforced selectively but they usually are." What are the implications of this statement in terms of potential conflict and/or change?

Page 15. "Most training programs ignore the development of organizational skills and stress only the limited technical skills related to the job. Because the full social context in which trainees eventually will work is ignored, novices often experience a 'reality shock' soon after they take their first job (Corwin, Taves, and Haas, 1961). They become disillusioned with their training because it did not provide guidance in helping them to cope with, or even anticipate, inconsistent demands they encountered." How could the training program to which you were exposed have better prepared you for your first job in terms of avoiding "reality shock"?

Page 17. "Finally, we are all confronted with an overload because too much time or energy or skill is being demanded of us." How do we decide which demands are legitimate and which are not? How do we cope with demands that are not legitimate? What general organizational and/or social values should be questioned? For example, should we emphasize:

a. Active mastery or passive acceptance of our environment.

b. Stress on power and vertical interpersonal relationships as in a bureaucracy or de-emphasis of power and horizontal interpersonal relationships as in a participative management situation.

c. External objectives in our personal and professional lives which focus on tangible manipulative and/or productive experiences or internal objectives which focus on aesthetic, affective, and contemplative experiences.

d. Open, changing systems or closed, stable systems.

e. Rational approaches to problem-solving or emotional approaches to problem-solving.

f. Emphasis on the past or emphasis on the present or emphasis on the future.

g. Universalism (an attempt to treat all individuals alike) or particularism (an attempt to treat each individual in a way believed appropriate with regard to his personal characteristics and background).

h. Emphasis on the individual personality or emphasis on group identity and responsibility.

# ACTIVITY 4

Activity 4 is designed to facilitate personal or group exploration of conflict that arises because of an individual's involvement in many organizations. One purpose of the activity is to encourage personal reflection on the activities to which you devote large segments of your time. A second purpose is to give you practice in developing a rational change or coping strategy that takes into account all the variables that will influence the success of the strategy.

Answer Sections A to F independently. It is not necessary to discuss your answers with anyone. When you reach Section G divide into groups of four to six people. Answer each analysis section as a group. Hopefully, A to F will have prepared you for this discussion.

- Independent/Group
- Time: 45-90 minutes

A. Summarize the activities you typically engage in during an average work week (Monday through Friday). Note the time you generally allot to each category of activities. Illustrate this summary in the diagram below.

| | SLEEP # Hours | WORK # Hours | LEISURE # Hours | MISCELLANEOUS # Hours |
|---|---|---|---|---|
| MONDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |
| FRIDAY | | | | |



B. List the organizations with which you are involved as a result of these activities. For example:

Sleep: none

Work: University, Public School District, Elementary School, etc.

Leisure/Self-Development: Professional Organization, Literary Clubs, Entertainment Enterprises, etc.

Miscellaneous/Maintenance: Stores, Professional Service Establishments, Home Maintenance Business, Post Office, Gas/Service Stations, etc.

Sleep: _____

Work: _____

_____

_____

_____

_____

Leisure/Self-Development: _____

_____

_____

_____

_____

Miscellaneous/Maintenance: _____

_____

_____

_____

_____

_____

C. Consider the following situation: The organization for which a professional educator works may expect him to work on weekends if such extra time is required to get jobs done. However, this person's religious and/or other self-development organizations may expect him to devote weekends

to attending church and working with the youth and others of the community.

Such expectations often lead to inter-role conflict. Inter-role conflict results when there are discrepancies between the various roles one person plays. The differing expectations of the work organization and the religious organization in the case above is an example of inter-role conflicts.

Intra-role conflicts also occur within organizational settings. Intra-role conflict results because of discrepancies between what a person feels he can and ought to do and what others expect of him. An example of intra-role conflict based upon the preceding example would occur if the work organization regularly expects the individual to put in time that the individual does not feel is justified.

Often such inter- and intra-role conflicts lead to attempts to initiate change within organizations. In order to reduce conflicts, either the organization(s) must change to accommodate the individual, the individual must change to accommodate the organization, or the relationship must be severed.

One must consider manipulative and non-manipulative variables if he encounters role conflicts and/or is going to attempt to initiate change within the organization. They are the elements over which one exercises relatively great control. Examples of manipulative variables include: decisions among feasible alternatives, responses to direct and indirect pressure from others, interests, feelings, ambitions, desire for direct and/or indirect rewards, and one's position within the several hierarchies that exist within organizations. Non-manipulative variables are those over which one has no (or very little) control at a particular time. Examples of non-manipulative variables include: physiological needs, contract specifications, legal specifications, and basic organizational purpose and structure.



Identify and list conflicts that have resulted or might result from the activities and time allotments in your summaries developed for A and B of this activity. Keep in mind the Role Conflict you have just read and consider the manipulative and non-manipulative variables that were discussed.

D. Complete an "Organizational Analysis" form for each organization involved in the conflict you identified in C of this activity. Consider only the departments and/or other people that are specifically involved in the conflict.

ORGANIZATIONAL ANALYSIS FORM

NON-MANIPULATIVE VARIABLES

Are the purposes of the organization:

___ political/commonweal ___ aesthetic/recreational

___ economic (product or service oriented)

Are the relations within the organization mainly based upon:

___ competition ___ accommodation ___ cooperation

___ rivalry ___ isolation ___ power

___ social considerations

Are the control devices within the organization:

___ coercive ___remunerative ___normative (moral)

Is the membership within the organization:

___ alienative ___ selected by organization

___ calculative ___ voluntary for members

___ moral ___ involuntary for members

___ forced upon the organization

Are the roles of the members:

___ ascribed or ___ achieved

___ diffuse or ___ specific

___ individualized or ___ universal (task-based)

___ affective or ___ affectively neutral

MANIPULATIVE VARIABLES

Where do members stand on the following hierarchies:

___ power ___ prestige

___ authority ___ esteem

___ responsibility ___ competence



ORGANIZATIONAL ANALYSIS FORM

NON-MANIPULATIVE VARIABLES

Are the purposes of the organization:

___ political/commonweal ___ aesthetic/recreational

___ economic (product or service oriented)

Are the relations within the organization mainly based upon:

___ competition ___ accommodation ___ cooperation

___ rivalry ___ isolation ___ power

___ social considerations

Are the control devices within the organization:

___ coercive ___remunerative ___normative (moral)

Is the membership within the organization:

___ alienative ___ selected by organization

___ calculative ___ voluntary for members

___ moral ___ involuntary for members

___ forced upon the organization

Are the roles of the members:

___ ascribed or ___ achieved

___ diffuse or ___ specific

___ individualized or ___ universal (task-based)

___ affective or ___ affectively neutral

MANIPULATIVE VARIABLES

Where do members stand on the following hierarchies:

___ power ___ prestige

___ authority ___ esteem

___ responsibility ___ competence

ORGANIZATIONAL ANALYSIS FORM

NON-MANIPULATIVE VARIABLES

Are the purposes of the organization:

___ political/commonweal ___ aesthetic/recreational

___ economic (product or service oriented)

Are the relations within the organization mainly based upon:

___ competition ___ accommodation ___ cooperation

___ rivalry ___ isolation ___ power

___ social considerations

Are the control devices within the organization:

___ coercive ___remunerative ___normative (moral)

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MANIPULATIVE VARIABLES

Where do members stand on the following hierarchies:

___ power ___ prestige

___ authority ___ esteem

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E. Suggest a plan to facilitate change and/or reduce the conflict that you identified and considered in C and D of this activity. Consider each of the factors identified through the analysis you did in C. Use the example printed in Section G, pages 21-24, as a guide to this activity.

F. Why should the plan reflect the factors of the analysis you completed in C of this activity? What might be the consequences of an incorrect analysis?



G. Assume that the individual in the preceding case (Role Conflicts/4C) decided that the demands of the organization were not legitimate. He knew that he did high quality work and was well above average in terms of his competence on the job. Therefore, he did not feel that he should be "pressured" into changing his behavior to accommodate the excessive demands of his job. But, being the wise professional that he was, this individual (we'll call him Tom) did not want to jeopardize his position within the organization. He realized that he would have to utilize a well-thought-out strategy to accomplish the organizational change that he desired.

Consider Tom's position. He was hired by the University as a faculty member of the College of Education. Although Tom has several roles in relation to his job, only his role as a graduate advisor was causing problems. Time-consuming directives were issuing from the Dean's office. Tom felt that these directives infringed upon his academic freedom and professional judgment. He was having to work weekends to revise his courses to reflect the content of the directives. Tom felt that compliance with the directives should either be optional or, if mandatory, that additional staff should be hired to assist with the revisions.

Tom considered the factors on the "Organizational Analysis Form" as indicated below. (Look at the forms on pages 19 and 20.) Use the blank lines under each of the following examples to suggest a plan to facilitate change and/or reduce the conflict.

The purpose of this organization, the University, is both economic and political; that is, the state university

provides both service and products to the public. The nature of the products and services rendered by the College of Education in relation to the courses was "non-negotiable" at this point; the College was committed to the completion of contractual agreements. At this point, Tom's strategy would have to avoid seeking change in purposes. He would have to use either innovating or rebelling strategies. Your analysis of organizational purpose in the problem you have identified is:

Tom next considered the relations within the organization. He asked: "What is the nature of these relations and can they be utilized to facilitate the change?" If group relations were based upon competition and rivalry, then Tom could be assured that his colleagues would react to his suggested change in a way that would attempt to reduce his credibility and good reputation. For example, word might circulate that "Tom thinks he knows better than the Dean. Tom does not support College goals. Tom acts like an hourly employee rather than a professional." If group relations were based upon the principle of accommodation, then Tom would have trouble with any proposed change because the existing norms would imply that Tom must accommodate to the organization which itself would be perceived as being impervious to change. However, if group relations were based upon the principle of assimilation, then Tom might be assured that his idea would at least be considered in an open-minded fashion; the norms of the organization would encourage organizational modifications through the assimilation of member input. Still another strategy would be appropriate if the group relations were based upon isolation. Organizations whose members work within relatively wide zones of autonomy have little need to consider others when they desire to implement changes. Such is not the case in Tom's situation and to utilize a strategy that implied isolation would be a mistake. In contrast, if organizational relations were based upon cooperation, a strategy that called for openness to colleagues, collaborative discussion and decision-making, and mutual trust would be appropriate. If relations were based upon power and/or social consideration, then the strategy would have worked within the implicit restraints. Your analysis of relations is:

In Tom's situation, relations are generally cooperative. His strategy can involve open discussion with colleagues, and they can be counted on to support him.

Tom should next consider the control devices operating within the organization in relation to the change he hopes to bring about. Change strategies differ for organizations according to whether the control devices are coercive, remunerative, or normative. Organizations in which the controls are coercive are generally less susceptible to change than are organizations whose control devices are either remunerative or moral. Strategies for inducing change when organizational controls are moral would probably emphasize affective elements. The organizational controls in Tom's case are remunerative, so the strategy he develops should be logical, rational, and perhaps legalistic. Your analysis of control devices is:



Tom should next consider the nature of the membership within the organization. The membership in Tom's organization is calculative, moral, voluntary for members, and selected by the organization. Such organizations are more likely to be susceptible to innovating and rebelling, whereas organizations whose membership is alienative, involuntary for members, and forced upon the organization are more likely to foster and expect conforming, ritualistic conforming, and/or retreating strategies. Your analysis of membership is:

Finally, Tom's organizational change strategy should reflect the role-types of the members. Strategies that would be effective in an organization whose members had ascribed, diffuse, individualized, and affective roles would differ from strategies that would be effective in an organization whose members had achieved specific, universal (task-based), and affectively neutral roles. The role-types within Tom's organization are probably of the latter type and therefore the organization would probably be more favorably disposed toward conforming goals, but would tolerate innovation and even rebellion if the proper channels are followed. Your analysis of role-types is:

Whether Tom has a chance of effecting change even by following the proper grievance procedure also depends a great deal upon manipulative variables, particularly upon Tom's positions in the various hierarchies that exist within his organization. Tom's strategy should involve enlisting the help of a professional advisory group and other colleagues. He is ranked high on all the hierarchies except those of power and authority. Through the aid of the others mentioned, he can compensate for his lack of power and/or authority. Your analysis of position on hierarchies:

# ACTIVITY 5

An organizational change/conflict resolution process will be presented in the following pages. Apply this process to a real or simulated problem as in the example case. The purpose of this activity is to give you practice in applying the change process to resolve an organizational problem.

- Group
- Time: 30-45 minutes

Example: There is a discrepancy between the time and responsibilities unofficially requested of me in my role as an educator and the time and responsibilities that I have designated for my personal development. If the district would provide an additional hour a day of planning time and one clerical aide for the teachers of each school in the district, these unofficial job-related responsibilities could be properly attended to. The School Board and Administrative Personnel in the district have the power to effect this change.

1. Clarify the problem.

   Example: I need to persuade the School Board and Administrative Personnel to provide an additional hour a day planning time and one clerical aide for the teachers of each school in the district.



2. Assess the change possibilities, including:

   a) The motivation to change. Example: The motivation to change is moderate; the district is basically sensitive to the needs and pressures by teachers but does not see this matter as a priority.

   b) Readiness to change. Example: The readiness to change is low; the bureaucracy and red tape is not at all geared for change.

c) Resistance to change. Example: The resistance to change is high; the district has established other priorities.

d) Capacity for change. Example. The capacity for change is moderate; it would require a rearrangement of priorities. There are legal, economic, and personnel constraints, but these could be overcome.

3. Identify the motivations and resources of the change agent, including:

a) Feelings about the system: Example: General feelings about the system are positive, but feelings about this particular matter are negative for both professional and personal reasons.

b) Technical and personal resources. Example: My position on the power, authority, and prestige hierarchies of the district are rather low. My position on the responsibility, esteem, and competence hierarchies are rather high. I can compensate for the "low" positions by joining forces with faculty groups and the professional organizations. I am willing to commit the necessary time and energies, and I have many of the

cognitive and social skills that will help me in this endeavor.

4. Clarify the affective bases underlying the change, both yours and those of the organization and others involved. Are these justified? Are there likely to be conflicts that will have to be resolved? How can possible conflicts be resolved?

Example: My personal values are reflected in this conflict, and these values are justifiable. The extra demands of the organization are not legitimate; they are not in my contract.



5. Choose a coping strategy: conform, innovate, ritualistically conform, or rebel. In choosing, ask these questions:

a) Is the strategy likely to have long- or short-term benefits and consequences?

b) Is the strategy likely to be constructive/productive or destructive for myself, the organization, and others?

c) Is the strategy likely to alleviate symptoms, effect a cure, or maintain the status quo?

Example: My strategy is to innovate; that is, to subscribe to the goals of the organization, but to reject the procedures currently utilized and substitute new procedures. This strategy is likely to be constructive and productive for the teachers, the students, and possibly others. It may be destructive to others since implementing the change would entail rearranging priorities and redistributing limited resources. The strategy is likely to effect a cure and not just alleviate the symptoms of the situation.

6. Develop a plan that would be likely to have desired effect upon the organization:

a) Identify leverage points; that is, situations and people most vulnerable to change.

b) Analyze the context and identify elements of resistance.

c) Identify alternative routes of action which would be likely to overcome resistance. (Consider resources, constraints, interpersonal relationships, individual personalities, etc.)

# ACTIVITY 6

Douglas McGregor, in The Human Side of Enterprise,* has developed two theories to explain human behavior. These theories have implications for the behavior of individuals within organization. The purpose of this activity is to help you look at organizational problems from differing perspectives and to explore the relationships between one's perspective and the manner in which he resolves the problems.

Theory X is based upon the following assumptions:

The average person has an inherent dislike of work and will try to avoid it when possible.

The average person lacks ambition, dislikes job responsibilities, and prefers to be closely directed.

The average person is by nature self-centered and indifferent to overall organizational achievement.

The average person is resistant to change.

The average person desires job security and economic rewards above all else.

In contrast, Theory Y assumes:

The average person is not by nature passive or resistant to the organization's needs.

Economic benefits and job security are only two of the possible rewards desired by the average person. In fact, the average person is committed to goals that will enable him or her to self-actualize.

The average person learns, under rewarding conditions, to seek and accept job responsibilities.

The average person wants to exercise an autonomy and creativity to aid in his or her own growth and the accomplishment or organizational goals.

Although these theories represent extremes that usually do not exist in reality in pure form, it might be helpful to engage in a decision-making activity from the perspective of each theory. Consider the following case:

- Group
- Time: 45-60 minutes

The superintendent of an urban school district had decided to provide released time for the district's teachers every Thursday from noon until 3 p.m., their regular dismissal time. Resource personnel would take charge of the classes so that the teachers could have uninterrupted time to devote to professional development and to attending to the practical, pressing concerns of their teaching tasks. Legally and administratively, the superintendent was free to impose whatever constraints he desired upon the teachers' utilization of this time--ranging from no constraints (teacher not required to submit products, documentation of efforts, etc.) to maximum constraints (teachers required to attend inservice sessions and account for all activities).

a) What type of constraints would be imposed by a superintendent who held a Theory X assumption? A Theory Y assumption? (All other things being equal.)

*Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1960). See also: James L. Bigson, John M. Ivancevich, and James H. Donnelly, Jr., Organization: Behavior, Structure, Processes (Dallas, Texas: Business Publications, Inc., 1976).

b) How would teachers who adhered to Theory X react to Theory X constraints? To Theory Y constraints?

c) How would teachers who adhered to Theory Y react to Theory X constraints? To Theory Y constraints?

d) How would a community in which the majority of the residents held Theory X assumptions view and react to Theory X constraints for the teachers? To Theory Y constraints?





e) How would a community in which the majority of the residents held Theory Y assumptions react to Theory Y constraints for teachers? To Theory X constraints?

f) How can the superintendent cope with the fact that the organization and community encompasses both Theory Y and X people?

# ACTIVITY 7

Role play a meeting between three fourth-grade teachers, the principal, a university professor, and the school district's curriculum coordinator. The purpose is to reach a decision about implementing an innovative program which would entail organizational change and to assign responsibilities to each person in terms of this implementation. The purpose of this activity is to give you practice in applying the concepts and skills developed through your study of Perspectives on Organization.

- Group
- Time: 60 minutes

Role: Ms. Thompson, teacher

I am a 25-year-old teacher who has had four years of teaching experience. My college records and recommendations suggest that I am an intelligent, conscientious, and competent teacher. I have worked as part of the Johnson Elementary fourth-grade teaching team for the past two years and have performed well. This coming academic year the team is being asked by the principal to implement a model program of individualized instruction that he has developed. The transition from our present program to the new program will undoubtedly require extra hours of work by everyone on the team. The "pay-off" for our work is desirable: enhanced teaching and learning conditions and at least state-wide recognition. However, I have a problem. My one-year-old and three-year-old children attend a nursery school from 7:30 to 3:30. My conscience and common sense dictate that I need to be with them and my husband after 3:30 and on weekends to survive at home. Yet, I enjoy my job and need the income; I do not want to quit work or even change schools.



Role: Mr. Smith, principal

I have invested a tremendous amount of time and energy in the development of a model program of individualized instruction. My fourth-grade team is the most competent one and the one most likely to implement the program successfully. For various reasons, teams at other grade levels would probably not be successful in attempting to implement the program at this time. The district office approves of my program unofficially, but cannot assist in its implementation in any way. Budget constraints require that everything be developed and implemented using existing and available resources, essentially teacher time and energy. Two members of the fourth-grade team have promised their time and support. One teacher, Jack Turner, has aspirations to advance within the district and his part in the project would afford him valuable experience and recognition. Another teacher, Joanna Cox, is a young idealist who is willing to "go the extra mile" for the benefit of her students. She has few competing commitments. However, Janice Thompson has confronted me, saying she was hired to work from 7:30 until 3:30, and that she cannot work beyond those hours even though she knows we need her.

Role: Dr. Jones, professor

I am Dr. Jones, professor in a College of Education. My colleague from the College of Business (Organizational Behavior and Management Department) and I initiated this project as part of a research study. We asked Bill Smith to work because we felt we would benefit from his intellectual input and, in a practical sense, he could allow us access to his school and teachers in a manner that would provide the tight control that we need for the experiment. We have an offer to

publish the article in a leading professional journal, and we are running on a tight time schedule because of this factor. We must put the program into operation beginning on the first day of school, which is two weeks away. We need to begin meeting with the teachers within the next couple of days.

Role: Dr. Allen, curriculum coordinator

I am the curriculum coordinator from the district. I was called to this meeting to discuss the possibilities of district assistance in the implementation of this program. Although we definitely endorse the program and want to see it implemented, the district cannot be of any help. We have had tremendous unexpected expenditures and have over-spent out budget. In fact, we have even had to delete personnel for the coming year because we just do not have money in the budget for their positions. This means that those of us at the administration building will be covering their responsibilities, so there will be no personnel available to assist the people at Johnson Elementary.

Role: Ms. Joanna Cox, teacher

I am really excited about this new program, and I enjoyed working with the other developers. I know that this coming year will be difficult, but I am ready to make the commitment to extra work because I know that in the long run it will make my job easier and more enjoyable. I'll be doing the things that I feel a teacher should be doing. I think these children will love this new program, and I can see that I will be able to help those that I've been unable to reach before. I decided not to attend graduate school this semester because I want to spend extra time working at school.

Role: Mr. Turner, teacher

I am Jack Turner. This curriculum program will be helping me as much as it does the children. For one thing, I am getting course credit through the University for working on the program; I have a special problems course with Dr. Jones. Also, I stand to gain in the way of experience; I will be gaining skills that will help me later as I "ascend the district hierarchy"; I eventually hope to work as a curriculum coordinator or administrator. Also, the fact that we will have our work published in a leading journal will look very good on my resumé. I'm ready and willing to expend all the time and energy that will be necessary to make this program a success.

## ANSWERS

### Activity 1, pages 1-2

1. Delegation is the handing of responsibility to SUBORDINATES by people at the top. (27:84)
2. Etzioni identified three degrees of membership involvement: ALIENATIVE, calculative, and moral. (33:117)
3. An organization has a PROGRAM of activity. (18:32)
4. Bureaucracies are organizations, but not all organizations are BUREAUCRACIES. (20:41)
5. The OPERATIONAL characteristics of an organization include such factors as the prestige system, friendship cliques, and the like. (25:70)
6. In the ORGANIC model approach to the study of organizations, organizational policy accumulates increasingly and in an unplanned manner. (32:108)
7. The personality-organization approach places an emphasis on the conflict between (a) the personality NEEDS of individuals for independence, variety, and challenge, and the preference that organizations give to placid, dependent, and submissive employees. (23:61)
8. When people within organizations have specialized jobs, we say the organization has a division of LABOR. (18:32)
9. One strategy for coping with organizations is to conform to both goals and PROCEDURES. (32:139)
10. Responsibility refers to WORK obligation assigned to people, groups, or organizations. (26:74)
11. The human relations approach emphasizes the personal elements of work groups and the job satisfaction and MORALE of workers. (23:59)
12. EMULATION refers to the ways in which subordinates copy superiors. (27:82)
13. The FORMAL characteristics of an organization are an integral part of the organization's structure. (25:70)
14. An organization has procedures for replacing MEMBERS. (18:32)
15. Sociological approaches are concerned with STRUCTURAL characteristics inherent in organizations (their size, complexity, number of levels of authority, degree of specialization, formalization, standardization, functional autonomy, and technology. (23:62)
16. Zones of autonomy are work assignments which the employee performs INDEPENDENTLY of others. (28:88)
17. People's attitudes and actions are shaped by organizational NORMS. (13:9)
18. Organizations shape and are shaped by the SOCIAL environment in which they exist. (36:129)
19. A SOCIAL system can be defined as a set of lawfully related, highly stable, but complex relationship. An organization is one example of this type of system. (18:35)
20. Four approaches used to study ORGANIZATIONS were discussed: management, human relations, personality-organization, and sociological. (23:57)
21. PRESTIGE refers to the way a position is appraised and valued by general opinion. It is also a hierarchy upon which organization members are ranked. (26:75)
22. The study of typologies is useful because they provide insight into the ANALYSIS of organizations. (36:127)
23. Etzioni identified three kinds of SANCTIONS organizations might enjoy: coercive, remunerative, or normative. (33:117)
24. POWER refers to the ability of one party to impose its will on the other even if the effort is resisted. It is one of the hierarchies upon which members of the organization are ranked. (25:72)
25. People who appear deviant or obstinate to others within an organization are often conforming to alternate NORMS established by other organizations. (17:24)
26. An organization has an exact ROSTER of members (18:32)
27. A bureaucracy is a method of organizing administration in which experts rule under LAW. (20:41)
28. The rational and organic models lead to different types of ADVICE about how to solve problems. (32:110)
29. Carlson identified four types of organizations based upon the way members were RECRUITED. (32:120)
30. Tangibility of PRODUCT is another approach to viewing and studying organizations. (35:124)

### Activity 1, page 5

## ANSWERS

### Activity 2, pages 7-8

1. An organization has a name and location which gives it an unequivocal COLLECTIVE identity. (18:32)
2. Corwin and Edelfelt use the term "theory" to refer to a set of ASSUMPTIONS about how an organization operates. (22:53)
3. A clear understanding of the organization structure is essential before attempting to successfully influence CHANGE in the organization in which we live. (18:32)
4. The VERTICAL dimension of organizational structure can be seen in the official rank of people holding different positions of authority. (20:41)
5. To RETREAT is a means of coping accomplished by rejecting both the goals and procedures. (38:139)
6. One is likely to encounter difficulties if he attempts to innovate a CHANGE that is not in accordance with the sociological aspects of the organization. (32:108)
7. Basic knowledge can be likened to financial CAPITAL. (14:12)
8. Perrow classified ORGANIZATIONS according to the reliability of the technology used and the diversity of the raw materials and products dealt with. (35:122)
9. One way of CLASSIFYING organizations is based on their goals, or the primary beneficiary of the organization's activities (e.g., mutual benefit associations, business concerns, service organizations, commonweal establishments). (33:116)
10. CHANGE takes place as a part of a larger process and cannot be implemented until the situation is ripe--until certain conditions are present. (40:147)
11. In the past, the study of organizations has been considered useful in the training of ADMINISTRATORS, yet this kind of study was not encouraged for the members of the organization. (11:1)
12. Competence refers to an objective measure of the ability of an individual or group to PERFORM responsibilities. It is an organizational hierarchy. (26:77)
13. To innovate is a coping strategy that involves subscribing to the goals by REJECTING the procedures. (38:129)
14. Often organizational norms CONFLICT with an individual's personal life style. (13:9)
15. STATUS inconsistency describes the fact that we may find ourselves in different places on different hierarchies, and we can easily become trapped in inconsistent expectations. (26:78)
16. Sometimes organizations are more affected by regional and national influences than they are by LOCAL influences. (37:133)
17. COALITION is another word for a subgroup that exists within organizations. (13:32)
18. An organization is a relatively PERMANENT and complex social system. (18:32)
19. REALITY is a kind of "shock" often experienced by novices soon after they take their first job because the full social context in which the trainees would work was ignored during the training program. (15:17)
20. ESTEEM is the way an individual's performance is appraised and valued. It is an organizational hierarchy. (26:76)
21. The rational and organic models lead to very different conclusions about the relative importance of (a) consensus on GOALS and (b) power and conflict in organization. (32:109)
22. To operate as a fully functioning professional, the teacher must assume several ROLES; teaching students is just one of them. (15:18)
23. To REBEL is a coping strategy that involves rejecting both goals and procedures and attempting to substitute a new set of goals and procedures. (39:139)
24. CONFLICT often results when a person's allegiances are split among various organizations. (16:24)
25. PRODUCTIVITY is a major goal of the management approach. (23:58)
26. To CONFORM ritualistically is a coping strategy that entails rejecting the goals but adhering to the procedures. (39:139)
27. In the RATIONAL model approach to the study of organizations, the keys are administrative control, expertise, and integration of the various components of the organization. (31:107)
28. SLIPPAGE describes the changes that occur as policy is passed up or down the hierarchy. (27:85)
29. AUTHORITY refers to the legitimate right to exercise power. It also is a hierarchy upon which members are ranked. (25:73)

### Activity 2, page 11